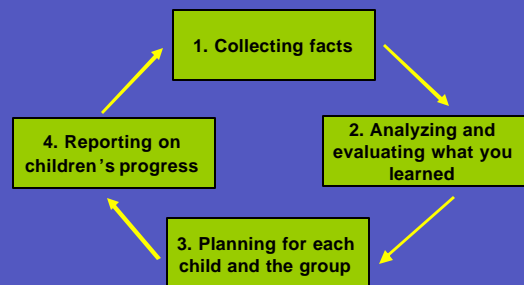


## The Creative Curriculum® Developmental Continuum for Ages 3-5 Assessment System



## Curriculum and Assessment: The Ongoing Cycle



## Planning for Assessment



## Curriculum and Assessment: The Ongoing Cycle

1. Collecting facts

## Observe and Document



Enter observations on  
CreativeCurriculum.net

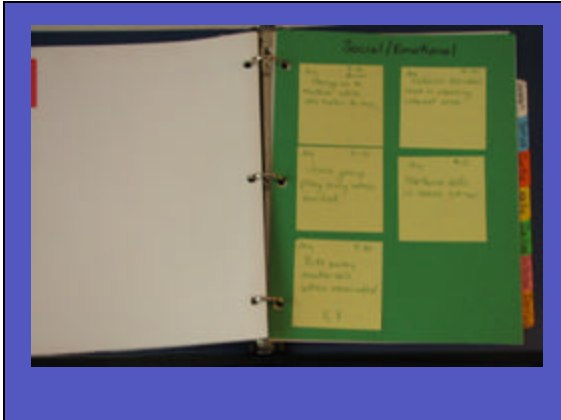
## Dos and Don'ts for Writing Observational Notes

### Do include:

- Descriptions of actions
- Quotations
- Descriptions of gestures
- Descriptions of facial expressions
- Descriptions of a creation

### Don't include:

- Labels (shy, vivacious, creative)
- Intentions (wants to...)
- Evaluations (good job...)
- Judgments (beautiful, sloppy)
- Negatives (didn't, can't, won't)



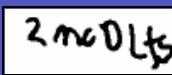
### Portfolios are ...

- Purposeful collections of work
- Evidence of how a child is demonstrating progress toward an objective
- Documentations of progress over time

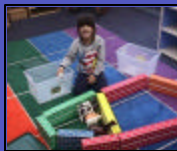
**Portfolios are not storage bins for every piece of work a child creates!**

### Collecting Facts:

Samples of Children's Work



Writing Sample



Photo



Artwork



Audio clip



Video Clip



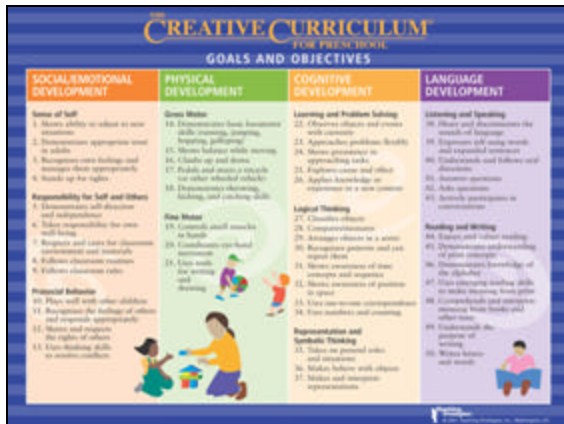
### Collecting Facts Summary

- Observation of children includes regular, intentional watching and listening to children in a variety of settings over a long period of time.
- Documentation includes collecting evidence of what we see and hear that supports our judgments about children's progress.
- Teachers must establish a management system for recording and storing documentation.

### Curriculum and Assessment: The Ongoing Cycle

1. Collecting facts

2. Analyzing and  
evaluating what you  
learned



## Analyze Facts

J. pretended to work at the drive-through window at McDonald's. K. came to the window and said, "I'd like 2 MCDLTs please." J. wrote on the paper, "2 MCDLTs".

19, 21, 26, 34, 39, 43, 46, 50

Objective	Goal	Developmental Area	Fall	Winter	Spring
<b>COGNITIVE DEVELOPMENT</b>					
<b>LEARNING AND PROBLEM SOLVING</b>					
22. Observes objects and events with curiosity			F	W	S
Forerunner examples:			X		
I. Looks out window when hears firetruck				X	
II. Examines with attention to detail, noticing attributes of objects					X
III. Notices and asks questions about similarities and differences					X
23. Approaches problems flexibly			F	W	S
Forerunner examples:					
I. Finds multiple uses for classroom objects			X	X	
II. Experiments with materials in new ways when first way doesn't work					X
III. Finds alternative solutions to problems					X
24. Shows persistence in approaching tasks			F	W	S
Forerunner examples:					
I. Sets simple tasks through to completion			X		
II. Continues to work on task even when encountering difficulties				X	X
III. Works on task over time, leaving and returning to complete it					X
25. Explores cause and effect			F	W	S
Forerunner examples:					

<b>Evaluating</b>				
	I	II	III	
50. Writes letters and words	Forerunners Scribbles with crayons Experiments with writing tools such as markers and pencils Draws simple pictures to represent something	Uses scribble writing and letter-like forms 	Writes recognizable letters, especially those in own name 	Uses letters that represent sounds in writing words 

## Looking at Objectives on a Continuum

Objective 50:  
Writes letters and words

Uses letters that represent sounds in words

Writes recognizable letters, especially those in own name

Uses scribble writing and letter-like forms

Forerunners: Scribbles with crayons; experiments with writing tools; draws simple pictures to represent something

## Evaluating: Using the Expanded Forerunners

	Forerunner 1	Forerunner 2	Forerunner 3	Step I
50. Writes letters and words	Tries to use writing tools to make marks on paper	Scribbles randomly on paper	Scribbles may include some lines and other shapes	Uses scribble writing and letter-like forms 

## The Many Ways Children Show What They Know and Can Do

### Step 1



- Look at the "Goals and Objectives at a Glance".
- With a partner, select one objective from each developmental area to use for this activity.

## The Many Ways Children Show What They Know and Can Do

### Step 2

#29

Retells *Goldilocks & the Three Bears* and arranges bears, chairs, and bowls by size.

- For each objective you selected, brainstorm two examples of what children might do or say to demonstrate their learning in relation to the objective.
- Write each example on a sticky note.

## The Many Ways Children Show What They Know and Can Do



### Step 3

#29 Step II

Retells *Goldilocks & the Three Bears* and arranges bears, chairs, and bowls by size.

- Locate one of your objectives on the *Developmental Continuum*.
- Sort each behavior example by determining if it is representative of a Forerunner, Step I, Step II, or Step III behavior.
- Write F, I, II, or III on the sticky note.

## The Many Ways Children Show What They Know and Can Do

#29 Step II

Retells *Goldilocks & the Three Bears* and arranges bears, chairs, and bowls by size.

### Step 4

- Locate one of your objectives on the *Developmental Continuum*.
- Sort each behavior example by determining if it is representative of a Forerunner, Step I, Step II, or Step III behavior.
- Write F, I, II, or III on the sticky note.

- Yellow - Science
- Red - Literacy
- Orange - Math
- Blue - The Arts
- Purple - Technology
- Green - Social Studies

## Class Summary Worksheet

The Creative Curriculum Developmental Continuum for Ages 3-5

Class Summary for Caty's Class  
Teacher: Caty [Name] - Academic Year: 2008/2009

CHILDREN	Social/Emotional Development									
	Basis of Self					Responsibility for Self and Others				
	1		2		3		4		5	
	F	I	II	III	F	I	II	III	F	I
Amelia										
Ben										
Chloe										
David										
Emily										
Jack										
Jordan										
Madison										
Michael										
Olivia										
Samuel										
Thomas										
Victoria										
William										
Yasmine										
Zoe										
Class Totals										

The Creative Curriculum Developmental Continuum for Ages 3-5

Class Summary for AM Preschool Class  
Teacher: [Name] - Academic Year: 2008/2009

With Expanded Forerunners

CHILDREN	Social/Emotional Development																			
	Basis of Self										Responsibility for Self and Others									
	1		2		3		4		5		1		2		3		4		5	
	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III
Amelia																				
Ben																				
Chloe																				
David																				
Emily																				
Jack																				
Jordan																				
Madison																				
Michael																				
Olivia																				
Samuel																				
Thomas																				
Victoria																				
William																				
Yasmine																				
Zoe																				
Class Totals																				

## Curriculum and Assessment: The Ongoing Cycle

1. Collecting facts

2. Analyzing and  
evaluating what you  
learned

3. Planning for each  
child and the group

## Things to keep in mind when planning:

- Knowledge of individual children
- Knowledge of groups of children
- Content
- Typical learning paths and child development
- Instructional strategies
- Children's interests
- Changes to the environment

## Review your observations daily and ask yourself:

- What were children talking about?
- What seemed to be the focus of their play?
- What interest areas were very popular?
- What interest areas were not as popular?
- Did any children demonstrate a new skill or accomplishment that I can build on?
- Were any children frustrated and needing more support?
- Were there any changes in behavior that I should be concerned about?

## Curriculum and Assessment: The Ongoing Cycle

1. Collecting facts

4. Reporting on  
children's progress

2. Analyzing and  
evaluating what you  
learned

3. Planning for each  
child and the group

How to Use  
the  
“Child  
Progress  
and Planning  
Report”

Step I: Select a  
few statements  
in each  
developmental  
area that you  
want to  
discuss with  
families.

## Step 2: Personalize statements into family-friendly language. Give examples.

### Language

Plays with words, sounds, and rhymes.

963 characters remaining

### Language

Enjoys playing with words; made up song "Ring-Around-the-Rosa"

938 characters remaining

## Step 3: Print prior to meeting with the parents.

### Child Progress & Planning Report

Child's Name: Jodylyn  
Teacher: Cate Johnson  
Date: 1/10/2020  
Family Members:

Social/Emotional Development	Cognitive Development
<ul style="list-style-type: none"> <li>Plays well with other children, especially her best friend Rosa.</li> <li>Recognizes feelings of others and often offers to help them.</li> <li>Finds care of our students when reminded.</li> <li>Stands up for her rights.</li> <li>Enjoys group-time activities, especially singing.</li> </ul>	<ul style="list-style-type: none"> <li>Follows the lead in pretend play and uses her imagination and creativity.</li> <li>Used on/offering skills to figure out how things work.</li> <li>Understands positional words like under, over, behind, through.</li> <li>Average object from targets to produce.</li> <li>Classifies and sorts objects such as plastic animals.</li> </ul>

Physical Development	Language Development
<ul style="list-style-type: none"> <li>Shows her hands well to draw, build, and create with clay.</li> <li>Writes on letters, forms, words, letters, and lines during open of follow the leader.</li> <li>Throws and catches beanbags and cardboard dice balls.</li> <li>Enjoys movement activities during group time.</li> </ul>	<ul style="list-style-type: none"> <li>Repays story time and often acts out her favorite story.</li> <li>Follows 2- and 3-step directions.</li> <li>Writes many letters, including those in her name during open of follow the leader.</li> <li>Writes or signs signs during play.</li> <li>Repays singing with words, made up song "Ring-Around-the-Rosa".</li> </ul>

Family Comments and Observations	Next Steps for School and Home
----------------------------------	--------------------------------

## Add Family Comments and Next Steps at conference

<ul style="list-style-type: none"> <li>Takes care of her students when reminded.</li> <li>Stands up for her rights.</li> <li>Enjoys group-time activities, especially singing.</li> </ul>	<ul style="list-style-type: none"> <li>Understands positional words like under, over, behind, through.</li> <li>Recognizes feelings of others and often offers to help them.</li> <li>Classifies and sorts objects such as plastic animals.</li> </ul>
<b>Physical Development</b> <ul style="list-style-type: none"> <li>Shows her hands well to draw, build, and create with clay.</li> <li>Writes on letters, forms, words, letters, and lines during open of follow the leader.</li> <li>Throws and catches beanbags and cardboard dice balls.</li> <li>Enjoys movement activities during group time.</li> </ul>	<b>Language Development</b> <ul style="list-style-type: none"> <li>Repays story time and often acts out her favorite story.</li> <li>Follows 2- and 3-step directions.</li> <li>Writes many letters, including those in her name during open of follow the leader.</li> <li>Writes or signs signs during play.</li> <li>Repays singing with words; made up song "Ring-Around-the-Rosa".</li> </ul>
<b>Family Comments and Observations</b> <ul style="list-style-type: none"> <li>Talks about her best friend Rosa at home.</li> <li>Likes to play outside; asked older sister to teach her how to jump rope.</li> <li>Counts everything, but sometimes gets mixed up.</li> <li>Plays school with her sister and tries to write her ABCs.</li> </ul>	<b>Next Steps for School and Home</b> <p><u>At school:</u></p> <ul style="list-style-type: none"> <li>Read stories that Jodylyn can act out.</li> <li>Help her with her counting skills during play.</li> <li>Encourage her interest in writing by showing her how to make books.</li> </ul> <p><u>At home:</u></p> <ul style="list-style-type: none"> <li>Read to Jodylyn every day.</li> <li>Encourage her to join in familiar parts of the story.</li> <li>Encourage Jodylyn to touch objects as she counts them.</li> </ul>

## The Year at A Glance

### The Year at a Glance

Month	Observation and Documentation
September	Observe and document; enter observations and upload samples of children's work online; mark related objectives; use the online tools to plan for individuals and groups.
October	1st Checkpoint - Complete progress Checkpoints online; complete Child Progress and Planning Report online and meet with families.
November	
December	Observe and document; enter observations and upload samples of children's work online; mark related objectives; use the online tools to plan for individuals and groups.
January	2nd Checkpoint - Complete progress Checkpoints online; complete Child Progress and Planning Report online and meet with families.
February	
March	Observe and document; enter observations and upload samples of children's work online; mark related objectives; use the online tools to plan for individuals and groups.
April	3rd Checkpoint - Complete progress Checkpoints online; complete Child Progress and Planning Report online and meet with families; print out reports as required, including the Individual Child Profile to share with next year's teacher.
May	